

English 10

2014 - 2015

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Course Overview

In English 10 we will work hard to improve our reading, writing, speaking, listening, and thinking skills. We will do this by reading, discussing, writing about, and creating many different kinds of challenging literature. Our shared goal as a class is to help each other do this not just to the best of our individual abilities, but beyond our best – this is why we have classes in groups: learning is a social activity, something that human beings do best when working and sharing together. Only when we work together can we do our best, and do better than our best, and each person needs to contribute to that effort for us to succeed.

As 10th graders, you are no longer new to high school and are now accustomed to its demands. This gives you the opportunity to do your best and start finding out who you are as a student and as a young adult. The question of identity – *Who am I? How is my identity shaped by my values, family, friends, education, religion, and culture?* – is one we will focus on in the literature we read this year.

Classroom Procedures

After I greet you at the door before class each day, please

1. Pick up the day's handouts (on the table just inside the door).
2. Find your seat, take out your homework and place it on your table (please do this now, not later).
3. Complete the warm-up (this is when I had back graded work and pick up homework), and then we will share warm-up work.
4. We will preview the homework assignment for the coming night either at this point, at the end of class, or both.

NOTE: IT IS VERY IMPORTANT THAT WE ACCOMPLISH THESE FOUR TASKS AS EFFICIENTLY AS POSSIBLE.

5. At the close of each day's lesson, we will read the homework assignment, and there will sometimes be an exit card question to complete.

Materials

You will need to bring the following things to every class:

1. A marbled Composition notebook
2. A 1" thick 3-ring binder, preferably just for English class, and a set of 3-4 dividers
3. Loose-leaf paper (for work that is handed in)
4. A working writing utensil
5. Your school planner (to record your homework and other deadlines)
6. The book we are reading and studying together

Grading

Major assessments	60%
Homework	20%
Classwork	10%
Participation	10%

To earn credit, your work should reflect your own original thoughts and words, except where you indicate otherwise via citation.

Washington Latin Late Work Policy

Daily Homework

The point of daily homework is to advance a student's learning through independent practice and/or exploration. Homework and classwork are often intertwined and homework provides the catalyst for a day's lesson. We will therefore not accept late homework; students who turn in completed homework on the day it is due (the degree of completion being the province of the teacher) will receive full credit; students who fail to turn in homework on the day it is due will not receive any credit for that daily assignment. Individual teachers will grant exceptions to this policy for illness, significant family events, or anything else a teacher deems worthy of exception.

Long-Term Projects

Because we take seriously our responsibility to teach students how to manage their time and plan for a long-term project, we take a different approach with anything that requires more than one or two days to complete. Students who complete a long-term project are eligible to receive full credit; students who hand in a long-term project one day late can receive no better than a B, and students who turn in a long-term project two days late can receive no better than a C. At the end of the two-day period, teachers may decide to give students partial credit for the work they have done on a project or they may decide to give a student a failing grade. Individual teachers will determine any exceptions for illness, significant family events, etc.

Curriculum

We will divide the academic year into four quarters, with roughly two units per quarter, though units may not begin and end with the ends of the quarters. Each unit will ask students to perform a variety of tasks. These tasks will include, but are not limited to, reading journals, daily classwork, quizzes, homework, tests, and major writing and speaking and acting assignments. Each major assignment will be completed with the aid of a rubric supplied to you. Smaller assignments will be marked and returned swiftly. Here are our major texts and units:

First Quarter

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
The Book Thief by Markus Zusak (Honors)
Maus by Art Spiegelman

Second Quarter

Harlem Renaissance Research Project (reading, learning, and writing about texts, figures, and work of art from this literary and artistic movement)

Third Quarter

Passing by Nella Larsen
Selections from the *Poetry Out Loud* anthology
Sonnets by William Shakespeare (Honors)

Fourth Quarter

The Odyssey by Homer

Please note that the order of these units may vary somewhat, following time constraints and thoughtful revision by the English 10 teachers.

How to Be: An Invitation

This past summer I studied *The Analects*, a collection of the teachings of the ancient Chinese philosopher Confucius. Among other things, the *Analects* offer a vision of how to live, which could perhaps be summed up in the following passage:

“The way (*dao*) of the Master is doing one’s utmost (*zhong*) and putting oneself in the other’s place (*shu*), nothing more.” (*Analects*, 4.15)

Another passage further explains the concept of *shu*:

“Do not inflict on others what you yourself would not wish done to you.”
(*Analects* 15.24)

This seems to me like a good way to be, both in English 10 and in life. I will be striving to follow the way of the Master this school year; I invite you to do the same.

Please sign and date the following then detach and return this sheet to the teacher.

My son / daughter and I have read and discussed the English 10 syllabus and expectations. We understand the course overview, the grading rubric, and administrative policies.

Print Student Name

Date

Student Signature

Print Parent/Legal Guardian Name

Date

Parent/Legal Guardian Signature

Please write anything you would like me to know about your son/daughter below.
Student, please also write anything you would like me to know about you below.
